

WEST HARTSVILLE ELEMENTARY

214 Clyde Road
Hartsville, South Carolina 29550

GRADES 4-6 Elementary School

ENROLLMENT 390 Students

PRINCIPAL Kay S. Howell, Ed.D. 843-857-3270

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma Dawson 843-398-5200

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 37 | 55 | 5 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Below Average | Below Average | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Below Average | No |

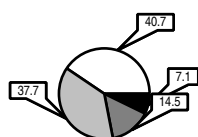
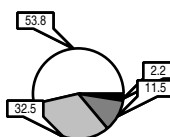
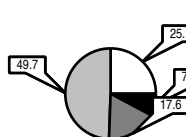
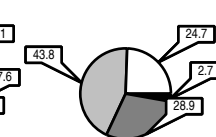
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 388 | 100.0 | 53.5 | 32.3 | 11.4 | 2.7 | 18.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 196 | 100.0 | 56.3 | 32.2 | 9.8 | 1.6 | 14.8 | | |
| Female | 192 | 100.0 | 50.8 | 32.4 | 13.0 | 3.8 | 22.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 132 | 100.0 | 33.3 | 41.3 | 19.8 | 5.6 | 33.3 | Yes | Yes |
| African-American | 249 | 100.0 | 64.7 | 28.1 | 6.0 | 1.3 | 9.8 | No | Yes |
| Asian/Pacific Islanders | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 317 | 100.0 | 48.2 | 35.4 | 13.8 | 2.6 | 22.3 | | |
| Disabled | 71 | 100.0 | 79.4 | 17.5 | 0.0 | 3.2 | 1.6 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 388 | 100.0 | 53.5 | 32.3 | 11.4 | 2.7 | 18.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 388 | 100.0 | 53.5 | 32.3 | 11.4 | 2.7 | 18.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 292 | 100.0 | 60.4 | 30.2 | 8.0 | 1.5 | 13.8 | No | Yes |
| Full-pay meals | 96 | 100.0 | 33.3 | 38.7 | 21.5 | 6.5 | 33.3 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 388 | 100.0 | 40.5 | 37.8 | 14.4 | 7.3 | 32.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 196 | 100.0 | 41.0 | 37.7 | 13.7 | 7.7 | 31.1 | | |
| Female | 192 | 100.0 | 40.0 | 37.8 | 15.1 | 7.0 | 33.0 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 132 | 100.0 | 20.6 | 40.5 | 23.0 | 15.9 | 54.0 | Yes | Yes |
| African-American | 249 | 100.0 | 51.1 | 37.4 | 8.9 | 2.6 | 19.6 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 317 | 100.0 | 35.4 | 39.7 | 16.4 | 8.5 | 36.7 | | |
| Disabled | 71 | 100.0 | 65.1 | 28.6 | 4.8 | 1.6 | 9.5 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 388 | 100.0 | 40.5 | 37.8 | 14.4 | 7.3 | 32.1 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 388 | 100.0 | 40.5 | 37.8 | 14.4 | 7.3 | 32.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 292 | 100.0 | 46.9 | 38.2 | 12.0 | 2.9 | 25.8 | Yes | Yes |
| Full-pay meals | 96 | 100.0 | 21.5 | 36.6 | 21.5 | 20.4 | 50.5 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 162 | 98.1 | 38.0 | 40.0 | 20.7 | 1.3 |
| | Grade 5 | 149 | 98.7 | 61.3 | 31.0 | 7.7 | N/A |
| | Grade 6 | 134 | 97.8 | 46.3 | 42.3 | 10.6 | 0.8 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 105 | 100.0 | 44.6 | 35.6 | 16.8 | 3.0 |
| | Grade 5 | 134 | 100.0 | 56.1 | 37.9 | 5.3 | 0.8 |
| | Grade 6 | 149 | 100.0 | 57.2 | 27.6 | 12.4 | 2.8 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 162 | 100.0 | 33.6 | 47.4 | 12.5 | 6.6 |
| | Grade 5 | 149 | 100.0 | 44.1 | 42.0 | 9.8 | 4.2 |
| | Grade 6 | 134 | 99.3 | 40.3 | 39.5 | 12.9 | 7.3 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 105 | 100.0 | 40.6 | 41.6 | 10.9 | 6.9 |
| | Grade 5 | 134 | 100.0 | 49.2 | 38.6 | 8.3 | 3.8 |
| | Grade 6 | 149 | 100.0 | 34.5 | 34.5 | 21.4 | 9.7 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 390) | | | | |
| First graders who attended full-day kindergarten | N/R | N/C | 100.0% | 100.0% |
| Retention rate | 0.8% | N/A | 3.6% | 2.7% |
| Attendance rate | 97.3% | Up from 94.3% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 2.6% | | 5.3% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.6% | | 3.7% | 3.5% |
| Eligible for gifted and talented | 8.1% | Down from 9.3% | 9.9% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 15.6% | Up from 13.1% | 9.4% | 8.2% |
| Older than usual for grade | 1.5% | Down from 1.8% | 1.3% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 2.5% | 0.0% | 0.0% |
| Teachers (n= 31) | | | | |
| Teachers with advanced degrees | 25.8% | Down from 26.7% | 46.9% | 51.4% |
| Continuing contract teachers | 64.5% | Down from 66.7% | 87.2% | 87.5% |
| Highly qualified teachers** | 95.8% | N/A | 95.8% | 95.0% |
| Teachers with emergency or provisional certificates | 8.7% | | 0.0% | 0.0% |
| Teachers returning from previous year | 79.5% | Down from 83.4% | 86.3% | 86.7% |
| Teacher attendance rate | 94.6% | Down from 96.3% | 94.7% | 94.9% |
| Average teacher salary | \$36,156 | Down 1.9% | \$39,922 | \$40,760 |
| Prof. development days/teacher | 14.2 days | Up from 7.2 days | 13.3 days | 12.4 days |

School

| | | | | |
|---|---------------|---------------------|-----------|-----------|
| Principal's years at school | 1.0 | Down from 2.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.2 to 1 | Down from 24.3 to 1 | 18.4 to 1 | 18.9 to 1 |
| Prime instructional time | 90.3% | Up from 89.7% | 89.5% | 90.0% |
| Dollars spent per pupil* | \$4,881 | Down 8.8% | \$6,079 | \$6,044 |
| Percent of expenditures for teacher salaries* | 58.1% | Down from 62.0% | 65.4% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 98.6% | Down from 99.0% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Below Average | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 90.7% | 92.0% |
| Highly qualified teachers in high poverty schools** | 94.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

West Hartsville Elementary School has had an exciting 2003-2004 school year. The combined efforts of the entire staff have made a positive impact on the school and community.

The continuous hard work and commitment of the teachers toward ongoing improvement of student achievement was evident this year. Teachers met monthly with the District Mathematics Coordinator to review the South Carolina Mathematics Standards and discussed possible strategies for teaching mathematics. In collaboration with the Title 1 staff, 90% of our teachers enrolled in Math Solutions (a training class for teachers of mathematics). The staff also continued to focus on improvement in English Language Arts with staff development in writing and a balanced literacy class as well as assessments in writing and reading twice during the school year. The information provided allowed teachers to plan lessons that met the needs of individual students.

Assistance, enrichment, and extra help for students were provided by four after-school programs, YMCA, CASITS, Homework Help, and Chess Club. These programs offered students experiences in academics as well as social development and thinking skills. Leadership opportunities were available for students, 45 students were inducted into the BETA Club, and 20 student leaders participated in student council for the year. The Yearbook staff and video club offered additional opportunities for students to develop new skills.

At this Title 1 school site, parent and community involvement was very evident during the year with 35 volunteer mentors, after-school skating parties provided by the Parent-Teacher Organization, as well as a February Dance for students, a lock-in for the Beta Club at the YMCA, and our sixth grade graduation held at Kelleytown Baptist Church. Business partners were supportive with assistance and support as mentors, speakers, lunch buddies, staff lunches, and providing student incentives. The support of McDonald's, Kiwanis Club, Debbie and Bill Segars, Segars Realty, Carolina Pines Hospital System, Progress Energy, Hartsville Rotary, and Little Caesars Pizza made the year a success and affirmed that "West is Best."

Patricia Barker

Chairperson of the School Improvement Council

Kay S. Howell, Ed.D.

Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 26 | 124 | 67 |
| Percent satisfied with learning environment | 60.0% | 79.0% | 70.8% |
| Percent satisfied with social and physical environment | 64.0% | 75.6% | 68.2% |
| Percent satisfied with home-school relations | 40.0% | 81.3% | 61.5% |

*Only students at the highest elementary school grade level at this school and their parents were included.